DOCUMENT RESUME

ED 476 270 CS 510 832

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TITLE	Proceedings from the Communication Labs Strand. NCA 2001 Summer Conference: Engaging 21st Century Communication Students.
INSTITUTION	National Communication Association, Annandale, VA.
PUB DATE	2001-06-00
NOTE	43p.; See CS 511 831-842 for other papers given at the summer conference.
AVAILABLE FROM	For full text: http://www.natcom.org/Instruction/summerconf/summerconf.htm.
PUB TYPE	Collected Works - Proceedings (021) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	College Instruction; *Communication Skills; Educational Needs; Educational Practices; Higher Education; Models; *Speech Communication
IDENTIFIERS	Butler University IN; Instructional Support Services; Mount Holyoke College MA; National Communication Association; Questions; San Jose State University CA; University of Colorado Colorado Springs; University of Richmond VA; Virginia Polytechnic Inst and State Univ

ABSTRACT

A Communication Center or Lab typically provides services or support for oral communication activities in students' course work at a college or university. Many centers also provide services to other clientele such as faculty, staff, and administration, alumni, or even outside groups. Such assistance includes, for example, tutoring for students' preparing oral presentations or for participation in group activities, interviews, discussions, or debates. This Proceedings from the Communication Labs strand at the NCA 2001 Summer Conference contains the following sections: Essential Facts (Overview); FAQ (11 Questions about Communication Labs); Guiding Principles (n=6); and Recommendations. Among the resources included are an article: "Assessing the Effectiveness of Lab Programs--How Do We Know If What We Are Doing Works?" (Maryanne Wanca-Thibault); Model Programs, Communication Centers or Labs: Butler University, Mount Holyoke College, San Jose State University, Virginia Tech, University of Colorado at Colorado Springs, and the University of Richmond (Virginia). (NKA)

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ED 476 270

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founded 1914

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NCA 2001 Summer Conference

"Engaging 21st Century Communication Students"

Proceedings from the Communication Labs Strand

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Essential Facts

A Communication Center or Lab typically provides services or support for oral communication activities in students' course work at a college or university. Many centers also provide services to other clientele such as faculty, staff and administration, alumni, or even outside groups. The center thus is the place for providing resources and assistance to its campus for a variety of communication needs. Such assistance includes, for example, tutoring for students' preparing oral presentations or for participation in group activities, interviews, discussions, or debates. A center frequently provides assistance for faculty wishing to incorporate oral communication into their teaching or to develop and refine their own presentational or other communication skills. Some centers also assist outside clients,

perhaps as part of a service learning program or on a fee-for-services basis.

Centers often provide services to students through peer tutors, variously referred to as coaches, consultants, tutors, associates, or mentors, under the direction of staff, faculty, or both. Faculty or staff directors or coordinators may provide services for faculty, staff, alumni, or other client groups.

A communication center also may provide reference resources and materials to assist students and others in preparing oral presentations or for effective participation in other communication activities. In addition, resources and materials may also be provided to assist in the design, preparation, and assessment of oral communication assignments in a variety of courses.

Communication centers or labs are variously housed in department of communication, academic services, student services, or specially designated centers or programs.

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FAQ

1. What can be done about the perception that communication labs or centers can be perceived as replacing a basic course in speech communication?

- The lab or center provides a supplement to course-work, but cannot replace credit-bearing courses. A lab or center is intended to help a student excel or to perfect his or her communication skills or to help a student prepare, practice, or rehearse an activity. An institution or its faculty would be unlikely to see the presence of mathematics tutors or a foreign language lab on campus as eliminating the need for mathematics or foreign language course requirements. The centrality of communication courses in the curriculum or general education must be emphasized in its own right, apart from the presence or absence of a communication lab or center.

- Institutions with active communication labs have experienced growing rather than shrinking enrollments in communication courses and increased support for communication courses in curricula, presumably because the services provided highlight the importance of communication in a variety of settings. More specific information or advice for dealing with this issue is available from the planners and consultants listed below.

2. What ethical issues should be considered for interactions within the lab or center ?

- We recommend that the faculty or staff involved in setting up and administering a lab or center develop a protocol and code of ethics for peer-tutors and staff for dealing with students or other clients. This protocol and code should be incorporated in written operating procedures, as in a handbook or manual of operations.

- In addition, these standards and procedures should be reinforced in training and similar meetings of tutors or staff members. The guidelines should be based on the need to provide a safe and confidential environment for students and others seeking the services of the center or lab.

- Directors, coordinators, or faculty responsible for developing these protocols and codes should be familiar with Federal or other governmental guidelines on privacy and confidentiality, as well as their home institution's directives and statutes affecting these matters.

3. Is there somewhere a list of potential sources for grants or other funding for supporting or initiating a communication lab?

- It is the intention of the planners and consultants responsible for this strand to develop such a list of resources. Elizabeth T. McDonnell, Director of the University of Richmond's Office of Foundation and Government Grants, provided a general overview of suggestions and advice for beginning fund-raising for a communication center or lab at the conference on communication centers at the University of Richmond in April of 2001. She may be contacted through Linda Hobgood, listed as a planner and consultant below.

- The funding opportunities for such a project vary according to the condition and nature of the home institution. State-supported colleges and universities differ often from private institutions in funding sources, for example. Local development offices or grants officers may be a good starting point for developing potential supporters for a given institution.

4. What are the differences or similarities between centers/labs that serve the curriculum primarily and those that also serve the wider campus and community?

- Different models reflect differing campus environments,

regulations, and traditions. Some centers are restricted to serving students or campus clients only, especially if tuition, fees, or other institutional funds support them. On the other hand, some models allow for serving external constituencies, as well. Those who serve external clients may follow two models: one that supports service-learning or volunteer activities (non-fee basis), and one that operates on a fee-for-service basis, becoming a sort of "profit-center" itself.

- The overall mission of the college or university and the mandate of the department or unit operating the center or lab often determine or restrict the nature of these activities.

5. How does one coach interviewing, interpersonal or group communication activities?

- Labs or centers have different mandates and purviews regarding the kinds of services and tutoring they might provide. Many labs do offer assistance for interviewing, interpersonal communication, and group communication, relying upon training and protocols developed by faculty involved in teaching in these areas. It should be emphasized again that the lab or center provides a place to practice or role-play activities in these areas, rather than course instruction in the theories of interpersonal communication or small group communication. Bear in mind that other agencies in the institution, such as an office of placement or career counseling, may be offering training in such things as interviewing; consider partnering with these other offices in developing these kinds of services.

6. How do you address Communication Apprehension in a communication lab or center?

- This can be a difficult issue that should be carefully thought through in developing a protocol for a communication center or lab. If student or peer-tutors are providing the services, one should consider the limits on their experience and education for dealing with serious apprehensives. These cases, we believe, should be referred to professionals in the area for counseling and assistance. Practice, experience, and positive reinforcement available in the communication lab can ameliorate so-called normal levels of apprehension, or stage fright.

- In setting up and administering such a center or lab, one should develop a definite policy and set of operational procedures for dealing with CA. In so doing, one should decide whether to make use of the PRCA and "Willingness to Communicate" assessment instruments, available through

the NCA website.

7. How much operational time is spent on developing skills other than those for presentational speaking?

- The needs of the institution and the mandate for creating the communication lab or center should provide the answer for this question. Some labs were initially se up primarily to support speaking assignments; others emphasize non-platform communication activities.

- Each institution and department will have to conduct its own needs' assessment. Note that the services often change over time and that conditions change. Some professional programs may come with very definite desires for training in how to do patient consultations or how to do team building. Those responsible for overseeing the operations of the lab must constantly respond to such changes.

8. If we were to begin with a pilot program, what would be the elements of such a program?

- The needs of each kind of institution are different. The first step would be to identify a need or service, manageable in size and scope that could lead to a predictable measure of success. One college's center began at first in order to support a cooperative or intern program of a college of business. In this case, faculty in the department of communication studies partnered with faculty in the business internship program to develop a location for students to prepare, practice, and have others critique their presentations. This was a program limited in time and number of students, and hence was practicable in terms of time frame and initial cost. Each school resides in a unique setting with a variety of small-scale needs that could provide the basis for beginning these kinds of support activities. A record of success with pilot programs can lead to a case for seeking funding, internal or external.

9. How do consultants/tutors deal with reluctant or even hostile clients?

- It is important to work with referring instructors to ensure that students are aware of the purpose for consultations. There should be a process and form for reporting back to the referring instructors, as well, which can help to alleviate this problem. Many of us have found that because consultants or tutors are students helps them to communicate with fellow students regarding the friendly and helpful intentions of the center or lab.

- Under no circumstances should the peer tutors be put in a position of dealing with hostile clients who are abusive—these sessions should be terminated immediately with a report to the lab supervisor and to the referring instructor.

10. How does a center or lab avoid being seen as providing merely remedial services?

- Of course a lab or center does assist students who may lack experience or the background for completing successfully some communication-related assignment. In that way, some of the work of the lab may be seen as "remedial." If instructors or others refer people to the lab only for helping with such a perceived problem, the center may develop a reputation as being a place to go only if one is somehow "deficient." The lab's staff should work with instructors to ensure that referrals are made for all students working on a particular assignment, as one solution. In the same way, a science lab in a science course, such as chemistry, is not seen as "remedial or only a place to go when you don't understand the chemistry—rather the science lab is seen as an integral part of the course. The communication lab should be seen then as a place to reinforce and to work on the skills being taught in a course.

- Secondly, the center or lab should position itself as a place to practice and enhance, or polish, already excellent skills. The student staff can be helpful in marketing their services to other students as a place to work on campaign speeches for student government elections, or papers to be presented at conferences, or commencement addresses, and so on. The lesson is to work with faculty and others making referrals to the center, to clarify for these people the nature of the services and resources as beneficial to communicators at all skill levels. Point out that some of the students who are in the finest physical condition are still the most ardent users of campus exercise facilities; the facilities, hence, are not just for remediation, but for continued development and maintenance of excellence.

11. What is the danger of not having a communication center or lab to function along with a new Communication-Across-the-Curriculum (CXC) program?

- Whether there are dangers or not depends upon the nature of the CXC program, its purposes and functioning. If the program calls for instructors who are not communication faculty to develop, assign, and then assess students' performances on communication assignments, the following hazard may surface. Without a lab or center, the students will

have no place to go for assistance in preparing, organizing, and practicing presentations, at least not in any structured way. The faculty members, customarily focussing on their own content area, will not feel able to devote class time to training and working on developing oral communication skills needed for the assignment. In many cases, the CXC component to the course will thus become nominal only, the instructor may be disappointed in the results, and the students may feel the communication assignment did not really enhance their learning in that course. Such a pattern could undermine support for the CXC program itself.

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Guiding Principles

1. A Communication Center/Lab reinforces ethical communication, recognizing the integrity of the theoretical foundations of the discipline.

2. A Communication Center/Lab empowers participants through the development of transferable oral skills, to effectively participate in the democratic process.

3. A Communication Center/Lab clearly reflects the institution's mission, structure, and culture in terms of students' learning needs and communication competencies.

4. A successful Communication Center/Lab requires an appropriately qualified Director who has adequate time to administer the Lab, and establish ongoing, nurturing relationships with faculty, alumni, and students.

5. A Communication Center/Lab provides a safe, supportive, and engaging environment.

6. A Communication Center/Lab advocates ongoing program evaluation and assessment.

We recommend that:

1. The establishing of an NCA Commission on Communication Centers/Labs to provide ongoing support and encouragement of Communication Center/Lab programs across the country.

2. A Code of Ethical Standards and Practices be established for Communication Centers/Labs.

3. A basic manual with FAQ's and tips or suggestions be created to guide those institutions interested in the establishing of a Communication Center/Lab program.

4. The Commission on Communication Centers/Labs begin a newsletter for those institutions that have - or who are interested in - Communication Centers/Labs in order to share best practices, ideas, issues, "victories", etc.

5. The Commission on Communication Centers/Labs issue citations of excellence to innovative and successful programs and directors, with letters to deans and other institution administration. This, we feel, will serve to reinforce the importance of our mission, as well as to keep such programs on the radar screens of institutional administrators.

6. Any Communication Center/Lab recording, taping, or observing should be done only with the written approval of the participants.

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Recommendations

Rationale (Bill Neher)

A. Demonstrate a need for a communication lab to support learning and teaching.

- Emphasize the importance of oral communication in core or educational mission.
- Review importance of oral proficiency in specific curricula or programs.
- Integrate communication assignments and exercises in courses throughout the institution.
- Show effectiveness for faculty development:

Integration in assignments and exercises in various courses.

Use for developing faculty skills in leading

discussions, lectures.

B. Gain administrative support for communication lab.

- Demonstrate impact on faculty development and student learning.
- Show cost-effectiveness peer tutors (in addition to educational soundness).
- Indicate use of facility for senior administrators, alumni, fund raisers, or similar constituencies.
- Research successful programs in similar institutions.

C. Explore funding and resource development.

- Investigate possibilities for internal funding:

  Tie into faculty development across the institution.

  Consider ties with academic and students services.

  Develop alliances with other departments and programs.

- Investigate impact on student recruitment and retention.
- Investigate grant opportunities for start-up, equipment costs:

  Foundations: may be specific to institution, geographic region.

  Corporate: development of needed skills, resources.

  Often understand equipment needs.

  Other: government, external agencies, and so on.

- Begin with pilot program, if possible; develop record of success.

Conclusion:

- Emphasize the impact of communication lab on both student and faculty competence.

Envision the communication lab as a "point of excellence" for the institution.

Implementing a Communication Lab (Paul Sandin).

A. Determining Clientele.

- Whom will Lab serve?

  - basic course students

  - other disciplines

  - faculty (voluntary or required)

  - administration (fund raisers, etc.)

- How do we attract clientele?

  - visit classes to promote Lab services

  - require Lab visit for courses with oral presentation components

  - attend department meetings to explain services of Lab

B. Finding and Developing Space.

- How many rooms will we need?

  - one will get you started

  - two will work very well

  - three is optimal

- What would these rooms be used for?

  - one room used for practice or review of speeches (space for student to stand, move and gesture)

  - second (larger) room used for group or partial class work (groups of 2-6 students plus tutor)

  - third (smaller) room used for tutor/consultant

administrative space (scheduling, conference, etc.)

C. Determining Equipment Needs.

- What equipment is crucial to opening a Comm Lab?

  - videocamera/playback equipment is a must (one for each room if possible)

  - comfortable tables with chairs is also important (people will be in them most of the day)

  - computer w/ online access for research in at least one of the rooms is important

  - PowerPoint equipment is important, but not vital, to establishing a Comm Lab

- Anything else?

  - storage space for forms, files, etc.

  - large scheduling board for coverage grid

  - bookshelves

COMPLEMENTING THE CURRICULUM (Tamara Burk)

A. Developing materials for faculty and others.

B. Personal and Professional Development

C. Remedial or supplemental issues.

D. Assistance for At-Risk Students

Communication Lab Staffing Options (Marlene Preston)

I. Decision-making about staffing

II. Tasks for CommLab personnel

A. Planning and politics

· Long-term planning

· Research)

· Coordination with campus programs and departments

- Program design for various activities and audience

B. Staff creation and management (coaches/tutors/consultants/trainers)

- Recruiting, hiring
- Training
- Scheduling
- Evaluating/supervising
- Rewarding

C. Routine operations

- Coaching of individual clients and small groups
- Workshops, presentations for classes or registered groups
- Record-keeping
- Scheduling appointments
- Communicating with faculty after appointments

D. Occasional operations

- Unique workshops, seminars
- Graduate student and faculty development
- Lab furnishing and maintenance
- Publicity
- Policy manual
- Web support
- Resource collection

III. Responsibility for tasks

A. Faculty

B. Graduate students

C. Undergraduates

IV. Complementing the Curriculum

BEFORE YOU BEGIN:

What is your context?

Mission / culture of the school

Mission of curriculum / courses (speaking-intensive, writing-intensive)

What typically happens in the classroom?

What types of tasks is your lab being asked to do?

What faculty typically need:

They need to know what's available / regular feedback on any changes

They need to feel confident in consultants, services offered

They need to see the lab / go through the process themselves

They need concrete benefits: improved assignments / saved time

What students typically need:

They need to understand the assignment and its objectives

They need to classify and prioritize the assignment tasks

They need resources: handouts, models, consultants

They need lots of guided practice / improved performance

What are your lab resources?

Physical

Meeting spaces

Library resources (books, video tapes, hand-outs)

Computers (assessment software)

Video-taping and Audio-visual equipment

People

Faculty / administrator, and student advisory boards (ownership and outreach)

Student staff (mentors, consultants)

Are they centralized (classroom studio) or "house calls" (classrooms)?

Financial

Endowment

Work-Study Funds

A. Developing Materials (the materials, themselves)

Faculty – How to Plan

Explanation of services

Model assignments / evaluation forms

Guidance hand-outs

Video library (the good, the bad, the ugly; models, instructional)

**Avoid distributing materials without discussion (neutering center)

Students – What to Do

Benefits of services (student-centered: SAW-vivor, Word of Mouth)

Different assignments and related evaluation criteria

Guidance hand-outs

Video library (the good, the bad, the ugly; models, instructional)

**Similar materials presented in a different way – Alignment of expectations

Feature faculty and student developed materials

Faculty–model hand-outs, assignments, and evaluation forms

Students–project groups; ESOL, learning disabilities, video demo of mock

sessions, improvement proposals, PR materials, workshop handouts

B. Personal and Professional Development (how the materials are delivered)

Needs assessment (my survey)

Training course (syllabus)

Partner up to strengthen services, and to avoid duplication (Teaching Center?)

Students:

Individual and group consulting (peers, me, faculty, student services)

Workshops

Mentor training: research presentations, running a workshop

General Community: effective communication, revision strategies

Debate Team: argumentation, critical thinking

CDC: mock interviews, writing personal statements, cover letters

LITS: PowerPoint, presentation software

Teachback: small group discussion, problem-solving

Leadership conf: conflict negotiation, comm. visions, interpersonal

Study Skills: time management, reading and test-taking strategies

Take the lead!: action plans, persuasion and public speaking

Faculty:

Individual consulting on assignments

Individual consulting on teaching (taping for reflective practice)

Group instructional development workshops (not a clearinghouse)

Case method seminar (observe one another's classes)

Staff / Alumnae:

Professional talks

C. Remedial or Supplemental

Relative and loaded terms,...

Are students remedial, or under-prepared?

Are tri-lingual, non-native speakers remedial?

Common: say supplemental, but do both (identity vs. what you actually do)

Back to institutional culture (for me, pride in supplemental, or excellence)

Ask yourself: *Are the goals of your lab to supplement the overall curriculum,*

or to be a stand alone unit with a more narrow focus?

Create partnerships to augment the curriculum

Study Skills (mentors; workshop series)

First-year seminar (reading-, writing-, discussion-intensive)

Goal: move students toward improvement (reality = skills all over the map)

D. Assistance for At-Risk Students

"Special populations" are context-dependent,...

Marlene: women in engineering, student athletes (VA Tech)

"In majors/discourse communities unfamiliar or unfriendly to them"

Me: all women's school, but diverse, so, ESOL, comm. apprehension, FP's

Acknowledge key patterns, challenges on your campus

Identify the students most impacted, and seek them out

Assign a point person to centralize resources, gather assessment data

Create partnerships (international students office, psych services)

Create a staff of supportive role-models

Peer mentors are effective; both supportive and non-threatening

Have mentors develop specialties, and train one another

Securing Faculty and Student Involvement (Beth Von Till)

Goals for Student Support

- Increase program enrollments

- Increase student skills

- Increase retention of communication skills for life

- Increase exposure to departmental offerings

- Increase opportunities for communicating in a safe laboratory environment

Securing Student Support

- Student client populations

– identification

– recruitment

– incentives

- Student staff

– recruitment and selection

– orientation, on-going training, and supervision

– incentives

Goals for Faculty Support

- To foster an appreciation for oral communication competence

- To assist faculty members to incorporate communication components in their coursework

- To provide supplemental support for oral communication courses

- To provide opportunities to present workshops in a variety of communication related topics

- To provide a center for referral increasing student communication skills

Securing Faculty Support

- Individual appointments
- Departmental Newsletters
- Contact the Deans and Departmental Chairs
- Class visits
- Frequent Reminders
- Needs assessment

– for faculty development

– to supplement course offerings

Developing Mutually Beneficial Partnerships

Advertising and Notification
of Activities

- Class visits to all basic course sections
- Adds in Campus newspapers
- Reminders sent to faculty
- Promotional flyers posted in student centers and residence halls
- Departmental and Center web sites
- Newsletters
- E-mail
- Table tents
- New student orientation
- New Faculty orientation
- Departmental meetings

Tips for Success

- Recruit aggressively
- Nurture cross-campus relationships
- Don't assume departmental support
- Count Everything
- Be visible
- Become Indispensable
- Publicly acknowledge all contributions and support
- Secure top administrative support

ASSESSING THE EFFECTIVENESS OF LAB PROGRAMS – "How Do We Know If What We Are Doing Works?" (Maryanne Wanca-Thibault)

INTRODUCTION

The Center For Excellence in Oral Communication on our campus at the University of Colorado at Colorado Springs was the creation of Sherri Morreale. Over the years the Directors have changed, but the priorities remain consistent due to the careful planning of Dr. Morreale and others both inside the Communication Department and across the University. The Center continues to flourish and through ongoing assessment demonstrates that it fills a need for students and faculty across the campus.

Assessment is the process by which faculty and administrators evaluate student learning. Doing a good job of assessment requires several considerations (1) what students need to know must be defined, (2) it must be determined that they know it, and (3) measurements used must be accurate, comparable, appropriate, and constructive. The development of accurate assessment methods, procedures, and instruments is critical to the design of instructional and interventional techniques.

Value of Assessment:

1. Assessment helps us (i.e., the communication researchers) determine how what we are doing impacts students and

the learning experience.

2. And more generally, assessment determines how the course fits into the larger academic curriculum. University administrators are less concerned with pedagogical issues and more concerned with the bottom line. Statistical documentation can demonstrate the value of the courses that a communication laboratory or center provides students and faculty.

Goals of Presentation:

1. Grounding the assessment in the goals/objective of the Lab, Department, and campus.
2. Establishing an operational definition of communication competence
3. Exploring effective methods to measure learning/outcomes
4. Accurate record keeping and data collection methods

GOAL #1-- GROUNDING THE ASSESSMENT

Clearly, one of the first steps in developing effective assessment is to make certain that you know what you want to accomplish. Successful assessment flows from understanding the institution's mission, the educational purposes and the department's mission and goals, and the course-specific goals and student outcomes desired. This information not only drives the type of programs that you will provide in the lab, but the assessment tools you will need to evaluate them.

For example, previous research has shown that oral competency and communication training and development is necessary for academic and professional success. Our Campus as well as our department has recognized that, regardless of the academic major, communication skills play an important role in college success. Beyond that, many disciplines require (if not strongly encourage) their students to take a Public Speaking course. The common goal then is to develop and deliver a course that can provide measurable learning outcomes for students, and to assess how well those outcomes are being met by lab faculty and staff. The next step then is to outline a conceptual framework for student learning. This begins with operationalizing specific course goals and leads us to our next topic which is .

GOAL #2 --ESTABLISHING AN OPERATIONAL DEFINITION OF COMMUNICATION COMPETENCE

Faculty developing a course generally begin by citing specific goals they have for their students. These goals define what communication competence will consist of in a particular course.

In the case of the public speaking course some course objectives might include:

1. Understanding the basic principles of presentational speaking.

2. Gaining skills and confidence in the preparation and delivery of speeches

3. Becoming more effective in planning, delivering, and analyzing speeches.

A review of the literature on competency suggests a composite model of competence should include at least three dimensions or domains:

1. Cognitive Learning – knowledge acquisition

2. Behavioral Learning – skills acquisition

3. Affective Learning – attitudinal development

Cognitive Learning – is concerned with knowledge and understanding. This domain encompasses learning the content of a field. At the lowest level: specific facts. At the mid-range: principles and generalizations. At the high end: synthesis and evaluation based on learning that has taken place at lower levels. Example: To understand the differences between Impromptu, Informative and Persuasive speeches.

Behavioral Domain – is concerned with an individual being able to perform certain observable behaviors or skills. This domain encompasses performance as a function of cognitive learning. Example: To be able to present an Impromptu, Informative, and Persuasive speech to an audience.

Affective Learning – has to do with the attitudes and feelings of the learner as acquired in the first two categories. This domain encompasses one's feelings, motivations, attitudes, and willingness use learned behaviors. Example: How the student feels about their competence as a public speaker upon completion of the course.

Once the learning outcomes or goals have been defined we can move to the third focus of this presentation:

GOAL #3 -- EXPLORING EFFECTIVE METHODS TO MEASURE LEARNING/OUTCOMES

In general, the method of assessment should be consistent with

the dimension of oral communication being assessed. While knowledge and attitudes may be assessed in part through paper and pencil instruments, speaking and listening skills must be assessed through actual performance in social settings appropriate to the skills being assessed (e.g., speaking before an audience, undergoing an interview, participating in a group discussion, etc.)

Deciding on the appropriate assessment techniques and methods to measure course goals is critical. Assessment techniques should be of 3 types:

1. Direct measures of student learning which impact the cognitive and behavior dimensions (e.g. pre-post tests, placement tests, oral presentations, exams, portfolio assessment)
2. indirect measures of student learning which are generally not applicable to the conceptual frame but can be used as an additional measure (e.g. exit interviews, surveys, course enrollment information)
3. limited measures of student learning which are generally not applicable to the conceptual frame but can be used as an additional measure (e.g. questionnaire asking students if their course goals have been met).

In all cases, the choice of the assessment technique should be:

1. Closely linked to desired learning outcomes
2. Generate data that is useful and can affect change
3. Involve multiple methods
4. Be based on the conceptual model just discussed

For example, Morreale, Hackman, and Neer (1995) used a direct measure of student learning in a Public speaking class with entrance (pre-) and exit (post) interviews. During the hour interviews, TA's administered three instruments (The Personal Report of Communication Apprehension, the Communication Competency Assessment Instrument, and the Rosenberg Self-Esteem Scale). They specifically chose the instruments because they examined two domains of competency (behavioral and affective) that faculty teaching the course were expected to impact (earlier discussion of course goals #2 Gaining skills and confidence in the preparation and delivery of speeches). The data suggest that students demonstrated significant positive changes related to the behavioral and affective domains of communication competency upon completing the course.

Goal #1 was measured through exams and oral presentations. Goal #3 was measured through required oral presentations as well as requiring students to evaluate the presentations of other students.

So, each goal has at least one assessment technique associated with it.

GOAL #4 -- ACCURATE RECORD KEEPING AND DATA COLLECTION METHODS

Just a few words on accurate record keeping and data collection methods. Our Public Speaking and Interpersonal Communication course are currently the 2 most closely connected with the oral communication lab. They are required for all communication majors and sought out by large numbers of students from other disciplines. As such, they tend to be large courses. From a practical standpoint, it is wise to standardize the forms associated with the mechanics of the course. I have some examples of standardized forms that you might review after the session.

In terms of data collection procedures I want to make two brief points. First, it makes good sense when collecting assessment data to use already developed instruments wherever possible. Base the selection of an instrument on its acceptance as an assessment tool and its consistent reliability and validity. The second consideration in the assessment process is the importance of training the faculty and teaching assistants that will be involved in data collection. Issues of inter-rater reliability should be addressed to ensure the quality of the information provided to the assessor by students.

CONCLUSION

In conclusion, this was a very abbreviated overview of the assessment process. For those of you interested in more details the NCA website has an entire area devoted to Assessment Resources which you might find helpful. This includes current information on

1. The criteria for assessment of oral communication
2. Information on the conceptual framework discussed here for assessing student learning based on cognition, behavior, and affect
3. Suggested assessment techniques and Methods
4. Guidelines for developing a departmental assessment plan
5. Publications and Instruments for assessment available through NCA.

Morreale, S., Hackman, M., and Neer, M. (1995). Predictors of behavioral competence and self-esteem: A study assessing impact in a basic public speaking course. *Basic Communication Course Annual, v.7,* pp.125-141.

Assessment, (June 2001). http://www.natcom.org.

Model Programs: Communication Centers or Labs

An alphabetical listing of programs represented by the Strand Planners, 2001 Summer Conference.

Butler University

Indianapolis, Indiana

The Speakers Lab

Butler University is a comprehensive, nonsectarian, private university in a major urban setting, emphasizing undergraduate education. The university was founded in 1855 as the abolitionist alternative college for the new denomination of the Christian Churches (Disciples of Christ); the association with the denomination has since been severed, although Christian Theological Seminary is contiguous with the Butler campus. Colleges of instruction include liberal arts and sciences (approximately half of students and faculty), education, business administration, pharmacy and health sciences, and fine arts. Butler is a member of the Associated New American Colleges (ANAC).

The college of liberal arts and sciences provides the major part of the general education program: a core curriculum required of all students, regardless of major or college of enrollment. The core curriculum requirements include freshman English, a course in public speaking, a two-semester interdisciplinary course on four to six non-American cultures and civilizations, and physical education.

The colleges of business administration (an MBA) and education (MS) provide the bulk of graduate instruction. The college of pharmacy and health sciences offers Pharm. D. (Doctor of Pharmacy) and a physician's assistant program. The Jordan College of Fine Arts includes dance and theatre as well as music curricula. In addition, the department of telecommunication arts (radio-television) is in the college of fine arts.

- **Student population**: 3,400 undergraduate students. Total enrollment with graduate students is 4,100; mostly 18-22 year-old, resident on campus. Half of students are from outside of Indiana, mostly from the Midwest. The total number includes approximately 100 international students. In addition, the Institute for Study Abroad, affiliated with Butler, enrolls about 1,300 students from many American colleges and universities for study abroad in Ireland, the United Kingdom, Australia, and New Zealand.

- **The Speakers Lab** is located within the Department of Communication Studies (formerly, the Department of Speech Communication). The lab provides peer tutoring services for students in variety of courses, with most coming from public speaking and business administration courses. The start-up costs for the lab were covered under a component of a three-year grant to the university from the Lilly Endowment, including half-time salary for director, wages for student tutors, equipment, facilities, and other clerical/administrative costs. The lab began operations in 1997. The university now provides the budget for the lab, under the College of Liberal Arts and Sciences and the Department of Communication Studies. The Director of the lab is a full-time faculty member in the department.

- **Facilities** include a suite of rooms in the main classroom building, consisting of a classroom size room with video and sound recording, a conference room, an office, and storage space. There is a satellite lab conference room in the college of business administration, and two lab rooms will be opened in the new Fairbanks Center for Communication and Technology.

- **Services provided**. Tutors assist students preparing speeches or other presentations, usually by helping with outlines and organization, introductions and conclusions, research assistance, topic selection, preparation of visual aids; they will also help with practice as well as post-speech videotape review and critique. Faculty receive feedback and reports forms for each student visit. Tutors also visit classrooms by invitation to discuss presentational and other oral communication skills. The lab provides several handouts on tips on power point, communication apprehension, outlining, speaking from mss., and so on.

- **Faculty Services**. Director of lab is available to work with faculty to improve lectures and classroom communication (leading discussions, etc.).

- **Service Learning**. student tutors work with a local hospital's

rehabilitation center, assisting patients (head trauma) in preparation of speeches to local schools, civic groups, and similar organizations (note: they do not provide rehabilitative services, only speech preparation assistance). This program received a special citation from the Mayor of Indianapolis the Spring for community service.

- **Numbers of students served**: 2,072 students in academic year 2000-01. Largest cohorts of users are from public speaking classes, other communication classes, courses in business administration (required in freshman and junior core, or "spine," classes), and liberal arts and sciences courses, especially the social sciences.

- **Marketing and recruitment strategies**: A committee of tutors is responsible for publicity and marketing services for students and faculty, using bulletin board, flyers, display cases, and visits to classes. Recruitment of student tutors is by competitive interview, based on faculty recommendations. This recruitment process has also provided important visibility and publicity for the lab.

MOUNT HOLYOKE COLLEGE

Speaking, Arguing, and Writing Program

Institutional Profile

Founded in 1837 by Mary Lyon, Mount Holyoke College is among the nation's finest liberal arts institutions. This private, nondenominational, residential college is the nation's oldest continuing institution of higher learning for women, and the first of the Seven Sister colleges. Mount Holyoke confers the degree of bachelor of arts in forty-four departmental and interdisciplinary majors, as well as the master of arts and the Certificate for International Students. The Five College Consortium (Amherst, Hampshire, Mount Holyoke, Smith, and U. Mass Amherst) confers several certificates, and pools resources to extend educational opportunities (5,000+ courses) to the 30,000+ students enrolled in the five institutions. A free bus service for students connects the five campuses.

Student Population and Demographics

In AY 2000-2001, Mount Holyoke had 2,304 women enrolled from the 50 United States and more than 70 other countries. Approximately one in every three Mount Holyoke students is an international citizen (15%), or an African American, Asian American, Latina, or Native American woman (18%). The U.S. geographic representation was: New England 44%; Mid-Atlantic 22%; West 13%; Midwest 9%; South

9%; and Southwest 3%. The student to faculty ratio is 10 to 1.

SAW Program Mission Statement

The Speaking, Arguing, and Writing (SAW) Program will advance students abilities to communicate, both orally and in writing, in ways that are cogent and compelling. Toward that end, it will initiate and support efforts to teach students to speak, argue, and write effectively; it will foster in faculty the skills they need to do this, and provide resources to support their efforts; and it will promote throughout the college a culture of conversation that enhances the responsiveness of public discourse to the needs of civil society and to the ends of knowledge.

The SAW Program: Location, Description, and Services Provided

For decades, Mount Holyoke College has been committed to the idea of promoting women as leaders through its vision of "purposeful engagement" and "making a difference." In 1999, the Weissman Center for Leadership (WCL) was established on campus to address this vision more directly, by providing avenues for all members of the college community to explore and experience multiple dimensions of leadership. The WCL (which houses the SAW Program and provides budgetary support) is grounded in the conviction that informed ideas, passionately pursued and eloquently expressed, are at the heart of leadership. The SAW Program is an integrative set of initiatives based on the tenet that leaders frequently emerge as a result of their abilities to think independently and analytically, and to speak and write with clarity and conviction. In this light, the intent of SAW is to embed opportunities to practice goal-oriented communication throughout a Mount Holyoke student's entire academic experience.

Weissman Center Mentors - Approximately 45 trained student mentors offer guidance to their peers completing speaking and writing assignments in courses throughout the curriculum. This assistance makes it possible for faculty to pursue more innovative and interactive modes of instruction. Approximately 140 speaking- and writing-intensive courses are offered each year, and the College strongly encourages all students to include several of these courses in their academic plans.

Speaking and Writing Studio - SAW studio facilities in the Weissman Center provide meeting spaces, a resource library, computers, taping facilities, and audio-visual equipment for use by anyone in the process of refining written or oral work. Student assistants provide on-site guidance for projects at any stage (approximately 750 appointments per semester). SAW also offers support for students whose first language is not English, and among the staff are foreign language writing assistants who work with advanced students in French, German, and Spanish.

Student Workshops - SAW offers a regular series of development workshops for students interested in improving their speaking

and writing in a variety of specific contexts (topics range from communication apprehension to revision strategies).

Faculty Instructional Development - SAW supports regular opportunities for faculty to collaborate around issues of writing and oral communication as they impact pedagogy across disciplinary and demographic contexts (topics range from facilitating discussions, to evaluating written work, to first-year student needs).

Annual Events - Each year, SAW supports a week-end conference and other regular activities to help leaders from student groups all over campus make plans and develop their skills. The national "take the lead!" program, for visionary high school students, provides an opportunity for Mount Holyoke women to serve as ambassadors and role models as they help the participants hone their action plans and publicly present them to their peers.

In addition to SAW, the WCL houses other initiatives connected to leadership development: the Debate, Empowerment and Leadership (DEAL) Program; the Community-Based Learning Program; and the Case Method Teaching Project.

Marketing and Recruitment Strategies

All SAW activities are advertised in the college newspapers. In addition, we regularly advertise events and opportunities through word of mouth, the use of promotional flyers, table tents, bookmarks, e-mail newsgroups, and our web page. We rely heavily on faculty nominations and a competitive interview process for the recruitment of mentors.

THE COMMUNICATION STUDIES LAB AND RESOURCE CENTER

Department of Communication Studies

San Jose State University

San Jose State University Mission Statement:

To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the services of sour society, and to expand the base of knowledge though research and scholarship.

Campus Profile:

Public University Part of the California State University System

Primarily a commuter school located in downtown San Jose in the heart of the Silicon Valley.

Student Enrollment

Total enrollment	26, 897
Undergraduates	81%
Graduate students	19%
Women	54%
Men	46%

Student Profile

Most students live off-campus or at home.

Most all students are employed while attending college.

There has been no ethnic majority since 1992

At least 33% of students speak one other language in addition to Englishfrican American 5%

Asian	29%
American Indian/Alaskan	less than 1%
Filipino	6%
Mexican American	10%
Other Latino	4%
Pacific Islander	less than 1%
White	35%

Top Ten Majors

Computer Science

Art and Design

Accounting

Management

Electrical Engineering

Management Information Systems

Computer Engineering

Psychology

Criminal Justice Administration

Biology

Child Development

The Communication Studies Lab and Resource Center

Mission Statement:

To provide support and enrichment to students enrolled in the basic oral communication course, any courses in the Department of Communication Studies, and to any student enrolled at SJSU who wishes to enhance their oral communication skills for personal or professional development.

Location: 231 Hugh Gillis Hall

Supported by the Department of Communication Studies

Director: Beth Von Till Lab Assigned time .40 (teach 2 additional courses)

Assistant Director: Melody Ross Lab Assigned time .20 (teach 2 additional courses)

Funding Source: Student enrollment in Comm 80, a one unit lower division elective, unit offered on a Credit/No Credit basis. Enrollment typically runs between 325-400 students per semester.

Comm 80: Students must complete at least 3 of the self-

paced or workshop instructional modules to complete the unit.

Non Comm 80 students: Students may not be enrolled but still sent to the Lab to complete course assignments or to get help on speeches. Typically, there are 640-891 active student files per semester. All student work is recorded in the student activity date base using FileMaker Pro. Reports of student activity for all students are sent to professors prior to the last day of instruction.

Lab Offerings

Drop-in Assistance

View student speeches

Speech outline assistance

Speech coaching and practice

Understandability and pronunciation assistance

Self-paced instructional modules:

Accent and Articulation

Interpersonal Communication

Learning from model speeches

Learning from student speeches

Outlining

Research and Evidence

Visual Aids

Workshops (33-46 per semester)

Communication Apprehension

Delivery Skills

Outlining for Speeches

Accent and Articulation

Listening

Good Reasons Persuade

Communication in Romantic Relationships

Conflict Management

Communicating in Intercultural Organizations

Interviewing and Non-native Speakers

Family Communication

What Music Communicates about Culture

Greetings Across Cultures

Making Meetings Work

Communicating in Health Care Settings

Nonverbal Communication

Surviving Group Work

Research on the Web

Assertiveness Skills

Communication and Web Design

Discovering Unstated Assumptions

CommLab at Virginia Tech: A Resource for Student Speakers

Contact Information

CommLab Faculty Team:

Marlene Preston, mpreston@vt.edu

John Tedesco, tedesco@vt.edu

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www.comlab.vt.edu

Virginia Tech Institutional Profile

- Located at Blacksburg, Virginia
- Eight colleges and graduate school
- 60 bachelor's degree programs
- 110 master's and doctoral degree programs
- 25,000+ students, making it the largest in the commonwealth
- 16:1 student-faculty ratio
- Main campus includes 100 buildings, 2,600 acres, and airport
- Computing and communications complex for worldwide info access
- Among the Top 50 research institutions in United States
- Has adjacent corporate research center
- Full-Time Instructional Faculty Approximately 1,250

University Population

Approximately 25,600 (on campus); 85 percent undergraduate students; 15 percent graduate students; 59 percent male; 41 percent female.

Demand for Oral Communication Support

Currently Virginia Tech has no general education requirement related to oral communication students for all students. Because classroom activities increasingly require individual and group interaction and presentation, services of the CommLab are a necessary form of student support.

Establishment and Funding

CommLab opened as a pilot program in Summer 2000 and completed its first full year of operation in Spring 2001. Initially CommLab was funded by internal grants from Virginia Tech's Center for Excellence in Undergraduate Teaching and the Student Success Project, an initiative of the Provost's Office. Since the lab is designed as a university service program, the Department of Communication Studies lends expertise but is not

the primary support of the lab.

Location

The CommLab is centrally located on campus in the Newman Library, a location designed to enhance accessibility and provide research opportunities.

Staffing

CommLab is staffed primarily by undergraduate coaches who serve as peer mentors to other undergraduates who seek support. One graduate student helped to coordinate lab operations and special projects. The CommLab faculty team—Preston, Tedesco, and Waggenspack—attend to long-term planning, research, and funding. One member of the team serves as Interim Director, hiring and training coaches and overseeing routing operations.

General Services

CommLab extends the classroom experience and provides support for routine assignments and special needs. This studio-type facility offers peer coaching for all aspects of oral communication:

- Enhanced interpersonal and group skills: conversation, listening, group processes, conflict resolution
- Development of oral presentations: audience analysis, message design and language choices, research and organization, design of presentational aids
- Effective delivery of presentations: body language, expression, eye contact, fluency, gestures, use of notes and presentational aids

CommLab coaches meet with students to build speeches, rehearse with students, videotape rehearsals, or review videotapes of student presentations.

Programming for Special Populations

CommLab also offers unique programming for special needs populations, including students in the English Language Institute, "at risk" students, and student athletes. Eventually services will be offered to graduate students, faculty, and staff.

Marketing and Recruitment

Because the CommLab is new, programming is being phased in as the lab becomes more established. Consequently, routine

services were offered during this first year only to students in Public Speaking and Communication Skills classes. Coaches visited classes, and routine communication with instructors was developed. To recruit special populations, the CommLab Faculty Team and the graduate student contacted various faculty and program heads. Once the services are available university-wide, more active marketing will take place, based on a study conducted by a Public Relations class. This class conducted research and developed a plan for activities, a logo, and other public relations efforts.

University of Colorado – Colorado Springs, CO

Overview

The CU-Colorado Springs is located on 520 acres in northeast Colorado Springs at the foot of Austin Bluffs with a view of Pikes Peak and the Front Range. The campus opened to classes in September 1965.

CU-Colorado Springs is one of four campuses in the University of Colorado system. The campus emphasizes a broad range of liberal arts and sciences, and provides professional programs in business, engineering, and nursing at the baccalaureate and graduate levels, and education and public affairs at the master's level. In addition, CU-Colorado Springs has responded to the area's infusion of high tech industries and military installations by meeting the specialized needs of those industries. The University has established Ph.D. Programs in electrical engineering and computer science and offers coursework in space studies.

As the campus and the community it serves continues to grow and evolve, the University's general mission remains constant to emphasize quality teaching while encouraging research and creative work, and service to the University and the community.

The student population of CU-Colorado Springs resembles that found at other "new generation metropolitan" universities. Ninety percent of the students are from the greater metropolitan area, with another 3 percent from other locations in the state, and seven percent from other countries. About three-fourths of the students study at the undergraduate level and the remaining quarter are enrolled in graduate studies. Reflective of the growing diversity of western states, 18 percent of the student population are members of ethnic minorities. The undergraduate population is bi-modal. Roughly one-half of the undergraduates are traditional age students who are enrolled full-time, and the other half are older working adults who attend part-time.

The Center for Excellence in Oral Communication

The Center for Excellence in Oral Communication is one of several centers on campus that focuses on the development and enhancement of a variety of academic skills and competencies for all members of the campus community – students, faculty, and staff. The Center is operated through campus-based funds. Specifically, this Center's mission is to develop and enhance oral communication competency by providing several programs and presentations that can be utilized in the classroom through workshops, or within the Center facilities through one-to-one assistance. The University recognizes that, regardless of the academic major, communication skills play an important role in the advancement and success of all college students, and the Center's staff is available to assist in a variety of capacities.

Student Services: Services provided for students include:

- Coaching for individual and group presentations
- Coaching for job interviews
- Training in conflict management and assertiveness
- Assessing communication competency
- Assessing communication apprehension

Although all students on campus are encouraged to use the Center, two of the Communication Department's key introductory courses (Comm102-Interpersonal Communication and Comm210-Public Speaking) are designed specifically to take advantage of the Center's facilities.

Communication Across the Curriculum (CXC): Communication Across the Curriculum is a service available to all faculty members/staff. This service is designed to assist them with providing their students/employees with the needed communication-related topic information. Various workshops can be presented during regularly scheduled class times/office hours, including evenings and weekends. Video support for in-class presentations is also available. Available workshops include:

- Assertiveness – Designed to help individuals to assess their response to others in various situations and to develop strategies and skills for assertive behavior.

- Communication Apprehension – Designed to help individuals to understand how apprehension affects their interpersonal and public communication. Assesses individual apprehension levels and provides strategies for overcoming apprehension.

- Conflict Management – Designed to introduce productive conflict management strategies, identify personal conflict profiles, and improve conflict management skills.

- Intercultural Communication – Designed to enhance and develop participants' intercultural skills through identifying the various barriers to effective intercultural communication and providing role playing activities for skill assessment and development.

- Job Interviewing Skills – Designed to help participants prepare for an employment interview and develop their interviewing skills. Role-playing is included as an assessment and skill development tool.

- Listening Skills – Designed to provide participants training in essential listening skills through role-playing and other activities.

- Oral Competency in Presentations – Designed to assist professional work groups in developing effective presentations. Helps participants develop the purpose of the presentation, outline the responsibilities of group members, organize information and visual aids, conduct an audience analysis, and create guidelines for delivery and question and answer sessions.

- Team Building for Group Projects – Designed to promote effective teams by explaining the teamwork concept in achieving goals and identifying the dynamics and processes associated with an effective team experience. This includes developing the vision, goals, and roles for team members.

The Speech Center at the University of Richmond

What is the Speech Center? The Speech Center at the University of Richmond

Preparation, practice, taping, and review—these are valuable steps in the process of developing an oral presentation. The Speech Center at the University of Richmond uses these steps to assist students, faculty, and staff at every stage of speech preparation. As a part of the Department of **Rhetoric and Communication Studies**, The Speech Center places classroom theory into practice as trained student consultants work toward the Center's mission of promoting oral communication competence at the University of Richmond.

Noteworthy Characteristics

By having student speech consultants critique presentations of their peers, The Speech Center fosters a cooperative learning environment that benefits both consultants and clients. While the consultants offer clients constructive, critical comments based on their training, the clients also teach consultants through incisive self-assessment of their own videotaped performances. In addition, clients appreciate the opportunity to practice their speeches with peers who they know will be supportive of their efforts, and consultants enjoy helping to enhance the articulate expression of their peers. This collaborative learning environment attracted students, staff and faculty for nearly 1000 consultations and visits during the 2000-2001 academic year.

Appointment Procedure

The Speech Center director and student speech consultants offer individual or group consultations by appointment. Students, faculty, and staff reserve 1-hour consultation times by signing the reservation boards located in the foyer of the Speech Center, which is on the first floor of the Webb Tower.

Consultants review the purpose and goals of the presentation with each client prior to videotaping the client's practice performance. Using this videotaped presentation, the client then reviews his or her speech with a student consultant. Together, they engage in critical questioning and determine whether the client has said precisely what was intended in the preferred manner. **Should the client wish to do a self-assessment without a consultant, he or she may use one of the monitors equipped with headphones in a studio reserved for private viewing purposes.**

State-of-the-Art Resources

One of the three studios at the Speech Center is designed

specifically for group presentations and team projects. Equipped with additional cameras for multiple-angle taping and Microsoft PowerPoint presentations, the group studio serves team efforts ranging from microteaching exercises for third graders in nearby schools to marketing proposals for leading business concerns in the greater Richmond community.

Students who seek assistance in speech preparation or in improving listening skills are encouraged to utilize the interactive resources available at the Speech Center. **A series of videotapes, *Speaking with Confidence*, provides useful commentary on a variety of communication-related topics ranging from critical thinking to persuasion.** In addition, the Speech Center resource library includes a collection of memorable speeches delivered by students enrolled at the University of Richmond. Professors often recommend these videotaped speeches as examples for students to examine and emulate.

Personal and Academic Growth

Use of the Speech Center is by no means restricted to classroom assignments. Students seeking elective office come to practice campaign speeches, as do students who are preparing for special events such as commencement, Westhampton College's Proclamation Night, and Richmond College's Investiture Ceremony. Students experiencing high levels of communication apprehension also utilize the Speech Center in an effort to confront and manage the tension they **experience. International students frequently come when asked to practice English pronunciation, syntax, and timing.**

The Speech Center **also** collaborates with the Career Development Center to help students practice for media or electronic interviews. By learning what questions to expect, how to focus, and how to say exactly what they mean, the students greatly improve their chances of being offered the job or internship they desire.

The University particularly encourages the use of the Speech Center to support the development of a **multimedia** portfolio. During the course of an undergraduate career, **a** student **may** preserve selected recordings of speech presentations. These taped speeches become useful for charting progress in public speaking, as well as **evidence of oral competence** in **career** or graduate pursuits.

Student Speech Consultants

Freshmen, sophomores, and juniors are eligible to apply for a position on the staff of the Speech Center. Although many of the student consultants are majors or minors in Rhetoric and Communications Studies, a concentration in this area is not a requirement. The Speech Center director selects consultants based on recommendations from faculty and administrators. After an interview with the director, the selected individuals enroll in the spring semester training course, Theory and Pedagogy. Midway through the course, the enrolled **trainees** begin consulting at the Center. These consultations **provide** an opportunity for participants to acquaint themselves with teaching-related experiences in the field of speech communication and a means of examining their own strengths in working with peers in a collaborative learning environment.

Speech Fellows:

Student consultants who have excelled in their work at the Speech Center are eligible to serve as fellows. The fellow is assigned to a faculty member and a single class for the duration of a semester. The fellow works closely with the professor to link course objectives to proficiency of articulate speech and with the students in the class on an ongoing basis for the purpose of individualized and intense concentration on improving oral effectiveness.

Speech Center consultants who have graduated are employed on Capitol Hill, in the office of the Virginia Attorney General, and in major technology, consulting, and banking positions. Graduate schools attended by our consultants include William and Mary, University of North Carolina, Northwestern, Cincinnati Conservatory of Music, Harvard Law and Penn State.

Resources

Resources for Comm Lab Directors:
http://spider.alleg.edu/employee/a/afleury/center/centers&labs.html

http://www.geocities.com/commaplab

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U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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